



# Unit Planner: The Road to Regents

## English 5

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(C) > Week 34 - Week 38

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### The Road to Regents

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- [Unit Planner](#)
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#### Big Ideas / Enduring Understandings

Reading expands understanding of the world, its people and oneself.  
Writers have a purpose for writing.  
Written communication and proper grammar promote fluency of communication.  
Conventional spelling promotes common understanding.

#### Essential Questions

- What are techniques for studying for exams?
- How should I approach a test?
- What is the difference between short-term goals and long-term goals?
- How do I use context to discover word meaning?
- What are some techniques or strategies I can use not only during exams, but throughout my life?

#### Common Core Standards and Indicators

**NYS: CCLS:English Language Arts 6-12**

**NYS: Grades 11-12**

##### Reading: Informational Text

###### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

###### Craft and Structure

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**6. Assess how point of view or purpose shapes the content and style of a text.**

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

##### Writing

## Text Types and Purposes

### 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from and supports the argument presented.

### 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

#### Content

Time management  
Study skills  
Chunking  
Skim and Scan  
Gist

#### Skills / Strategies

Guided practice  
Reading independently  
Discussing passages  
Arguing ideas and concepts  
Organizing writing

#### Key Terms / Vocabulary

#### Learning Plan & Activities

*Please include Theatre Modalities when appropriate*  
[CCELA Test Part2.pdf](#)  
[quoting and paraphrasing evidence on regents.pdf](#)

#### Assessments

##### [Depth of Knowledge \(DOK\) Levels](#)

##### **ELA Regents Practice**

##### **Formative: DOK 3 Strategic Thinking: Test: Standardized**

Students are will be taking the following ELA Regents:  
August 2017, June 2017, January 2017, August 2016.

#### Resources

